



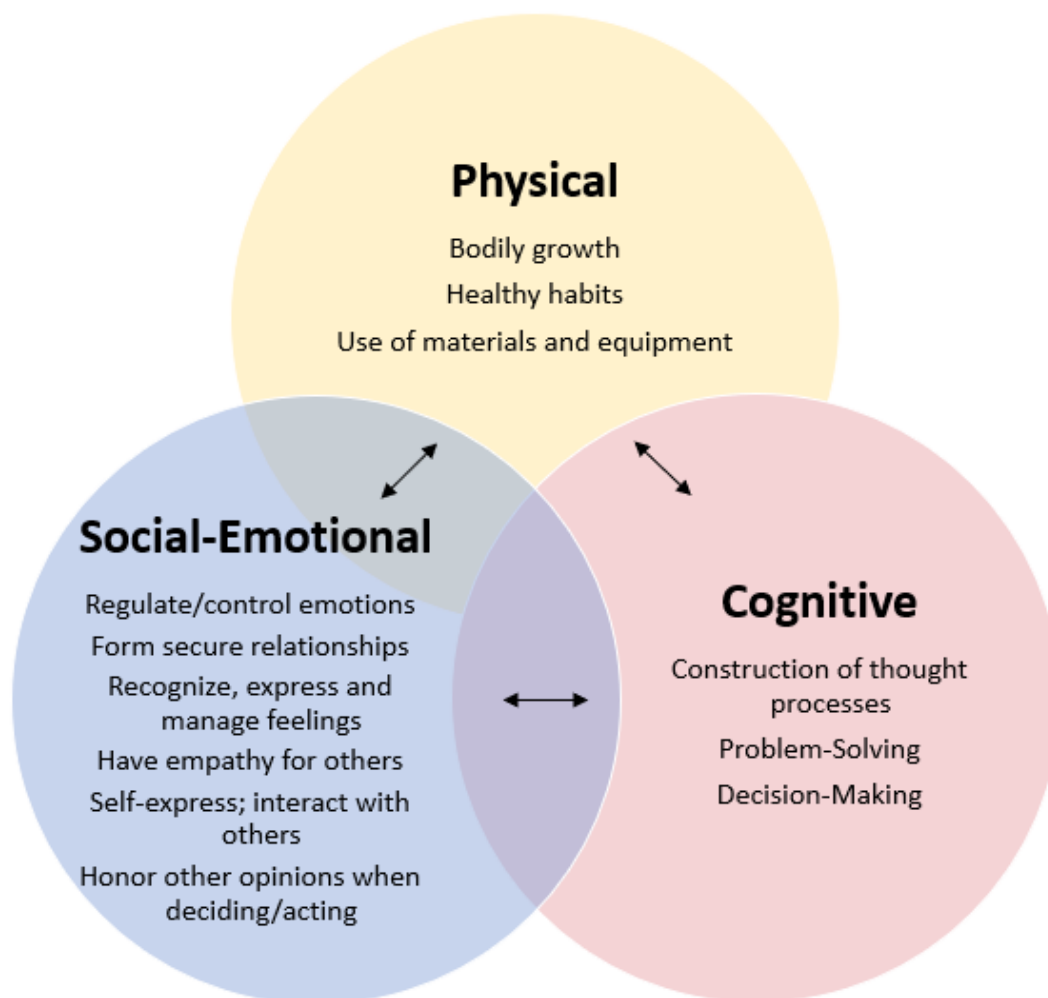
Areas of Child and Adolescent Development

Use this tool to help program staff understand the areas of child and adolescent development and reflect on how each area affects the others.

From birth through their teen years, children go through stages of development in three areas: physical, social-emotional, and cognitive. Understanding how development in one area can impact development in the others may be helpful. But here are some things to keep in mind:

- ✓ Don't assume that if a student's rate of development doesn't match the chart, it means something's seriously wrong. Also, it's not unusual for a child to be more advanced in one area than in another.
- ✓ Don't compare one student's developmental progress to the progress of other students. Instead, compare the student's progress to their own previous progress.
- ✓ Consult your program team, families and school-day professionals as important partners in helping to gauge a student's progress.
- ✓ Both delayed and precocious (advanced) development can demand extra attention.

Consider these three areas of development and categories of growth encompassed in each:





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Identifying Potential Child and Adolescent Development Support Team Members

Consider recruiting these professionals and members of the community to your program team, and how they might contribute. Use the reflection questions below with your staff to discuss how one area of development might impact another, and which team member might be best suited to helping you address any issues.

Physical Development Supporters	Social-Emotional Development Supporters	Cognitive Development Supporters
School Nurse <ul style="list-style-type: none">• Immediate concerns• Connect to medical community• Knows milestones• Experience with all stages	School Counselors <ul style="list-style-type: none">• Identify emotional needs• Refer families to outside resources	Educational Diagnostician at School District <ul style="list-style-type: none">• Program can't order testing, but partnering with this district staff member keeps that line of communication open as concerns arise
Physical Education Teacher or Coach <ul style="list-style-type: none">• Nutrition/exercise• Consider stages of expertise	Community Elders <ul style="list-style-type: none">• Institutional knowledge of the community• Life wisdom• Care and attention	Teachers <ul style="list-style-type: none">• Knowledgeable of individual strengths and challenges• Can provide information about academic expectations and in some cases cognitive milestones, relevant to the subject(s) they teach and the ages of their students
District Occupational and Physical Therapists <ul style="list-style-type: none">• Expert on fine and gross motor milestones• Consult not for therapy but skill-level of activities	Big Brothers/Big Sisters Program <ul style="list-style-type: none">• Adult guidance outside of family and educators• Care and attention	Local Pediatrician <ul style="list-style-type: none">• Understands relationship of organic processes on cognitive milestones• Environment can impact pediatric wellness, so <i>local</i> physicians are key
Local Pediatrician <ul style="list-style-type: none">• General wellness consultant• Milestones at all stages• Immunization, infection, other concerns impacting physical development	Friends! <ul style="list-style-type: none">• Peers are the best resource for socializing	



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Reflections

Discuss with staff any of these 10 scenarios that might apply to your student population, which program team member(s) you might consult regarding concerns and why. Try to consider both positive and negative impact that areas of development can have on one another. Refer to Y4Y's Child and Adolescent Development Matrix tool as needed.

1. How might an 8-year-old child's delayed physical development impact that student's social development?

What team members will you consult and why?

2. How might a 14-year-old adolescent's delayed physical development impact that student's emotional development?

What team members will you consult and why?

3. How might a 6-year-old child's precocious cognitive development impact his or her social development?



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What team members will you consult and why?

4. How might an 11-year-old child's delayed cognitive development impact that student's physical development?

What team members will you consult and why?

5. How might a 16-year-old adolescent's precocious cognitive development impact that student's social development?

What team members will you consult and why?

6. How might a 10-year-old child's delayed emotional development impact that student's cognitive development?

What team members will you consult and why?



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7. How might a 7-year-old child's precocious social development impact that student's physical development?

What team members will you consult and why?

8. How might a 12-year-old child's precocious emotional development impact that student's cognitive development?

What team members will you consult and why?

9. How might a 13-year-old adolescent's precocious physical development impact that student's social development?

What team members will you consult and why?



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10. How might a 9-year-old child's precocious physical development impact that student's emotional development?

What team members will you consult and why?

Follow-Up

Use the space below to record insights, strategies, decisions or action items that arise during or after the group discussion.